

TEACHER PREPARATION & PROFESSIONAL DEVELOPMENT

A STRATEGIC AGENDA

for Kentucky Postsecondary
and Adult Education



A Presentation to the Prichard Committee Spring Meeting
by Robert L. King, CPE President
June 10-11, 2012

COLLEGE READINESS

Policy Objectives:

- 1) Increase college-ready Kentuckians entering postsecondary education
- 2) Increase college-ready GED graduates
- 3) Increase effectiveness of K-12 teachers and school leaders



Quote from Kentucky Board of Education Agenda Book – June 6, 2012

We close with a fitting epilogue from Washington Post reporter Jay Matthews who wrote recently:

I have interviewed hundreds of teachers who significantly raised student achievement. Not one has ever said it was because of great state learning standards. Good curriculums help, but high-minded, numbingly detailed standards don't produce them. How teachers are trained and supported in the classroom is what matters.

Difference in Beginning Teacher PD Need vs. Receipt

Professional Development Area	% Indicating a Need in 2011	% Indicating They Had 10 or More Hours Over the Past Two Years
Differentiating Instruction	74.3	43.8
Special Education (Disabilities)	71.8	25.1
Closing the Achievement Gap	70.4	29.1
Special Education (Gifted/Talented)	67.4	8.1
Reading Strategies	60.9	34.8
Methods of Teaching	58.4	48.1
Student Assessment	58.4	49.5
Classroom Management Techniques	55.9	31.2
Integrating Technology into Instruction	54.9	39.1
Your Content Area	46.0	50.3
English Language Learners	44.9	6.7

Source: TELL Kentucky: Creating Supportive School Conditions for Enhancing Teacher Effectiveness.



Frequency of Mentoring Activities Reported by New Teachers

Mentoring Area	Never	Sometimes	At Least Once a Week
Observing my Mentor's Teaching	37.5%	54.4%	8.2%
Analyzing Student Work	14.0%	58.3%	27.7%
Reviewing Results of Students' Assessments	13.2%	61.1%	25.7%
Aligning my Lesson Planning with State/Local Curriculum	12.2%	54.2%	33.6%
Developing Lesson Plans	11.1%	56.3%	32.6%
Addressing Student or Classroom Behavioral Issues	7.3%	54.8%	38.0%
Reflecting on the Effectiveness of my Teaching	5.6%	57.2%	37.2%
Being Observed Teaching by My Mentor	5.5%	84.0%	10.5%

Source: TELL Kentucky: Creating Supportive School Conditions for Enhancing Teacher Effectiveness.



CHALLENGE:
**Content knowledge is not deep
enough.**

16 Algebra I teachers in KY who volunteered to teach in the pilot board exam project, “Excellence for All,” were asked to solve a sample student question:

- If it takes 5 people all painting at the same rate 4 days to paint a house, how long will it take one person?
- Write a formula that would allow you to determine how long it would take to paint a house if the variable is the number of painters being used.

**How many of the 16 teachers solved
the problems correctly?**

0

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In discussing a famous sonnet, students were asked to define a particular word, or identify a metaphor or simile.

They were not asked to discuss the meaning of the sonnet, or how the literary tools of simile and metaphor were used to convey that meaning.

CHALLENGE:

**Teachers are not learning how to
teach early enough.**

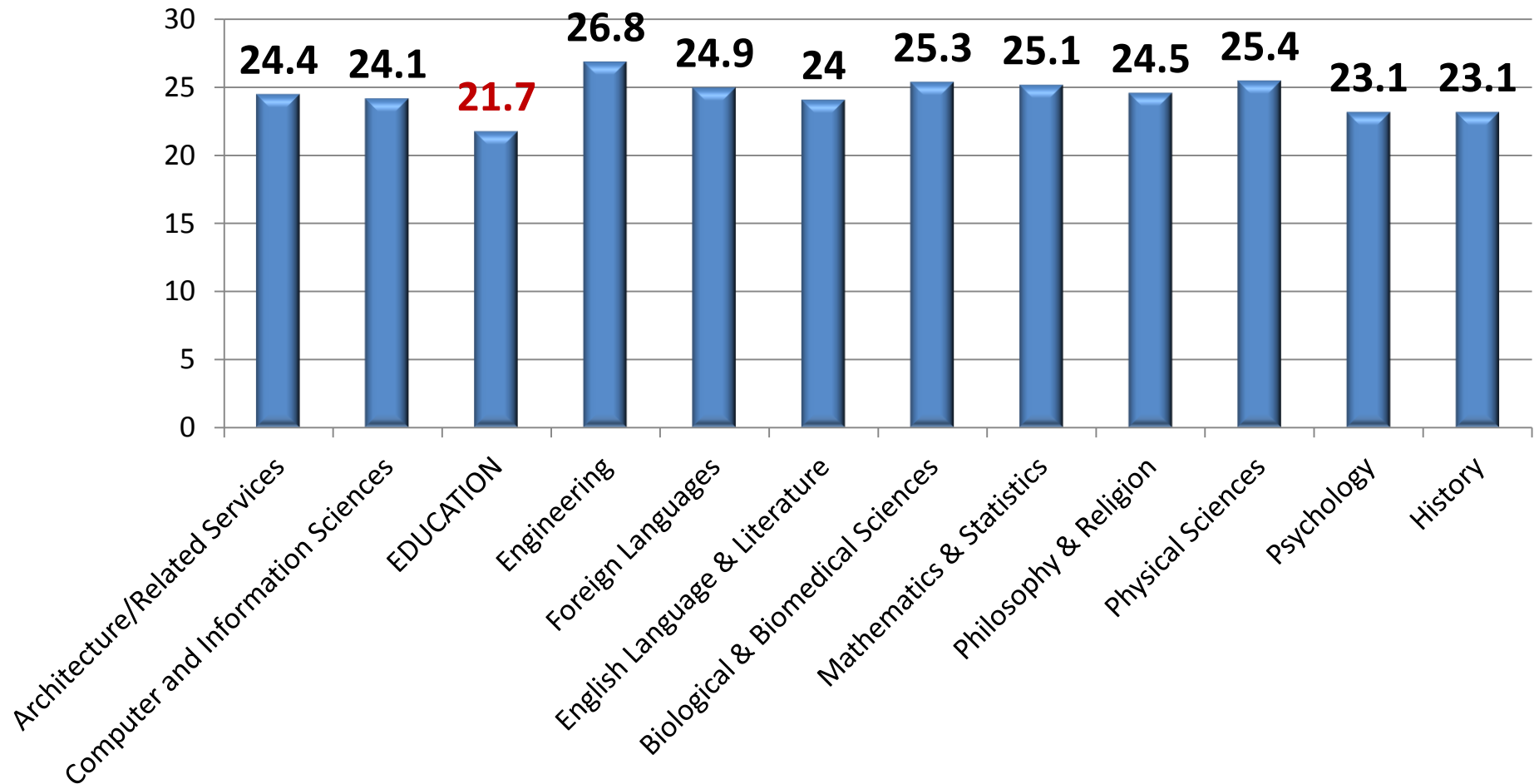
In an informal survey of experienced teachers participating in a train-the-trainer program at the NKU Center for Mathematics:

- 100% wished that they would have learned these instructional methods and strategies earlier.
- 100% thought that the training they were receiving would be best offered as part of the pre-service curriculum.

CHALLENGE:

**Schools of education are not
attracting the best and brightest.**

ACT Scores by Major, Fall 2011 Juniors & Seniors at KY 4-Year Public Institutions



Source: Kentucky Council on Postsecondary Education Comprehensive Database System



STRONGER by DEGREES

6/11/12

- In the countries where students perform the best academically, teachers typically come from the **top 25 percentile of students, or higher.**
- The teaching profession is **prestigious, and schools of education are selective.**
- In the United States, teachers tend to be the lowest academic performers (**bottom third**), especially in elementary education.

What Can Higher Education Do?

Recent reforms

- 1. New requirement that all new teacher candidates pass rigorous basic skills tests.**
- 2. Higher GPA requirement now in place for admissions to teacher preparation programs.**
- 3. Required demonstration of essential teacher dispositions and 21st Century Skills for all candidates prior to licensure.**
- 4. All preparation programs must include a number of high-quality clinical experiences.**

Further ideas to be evaluated:

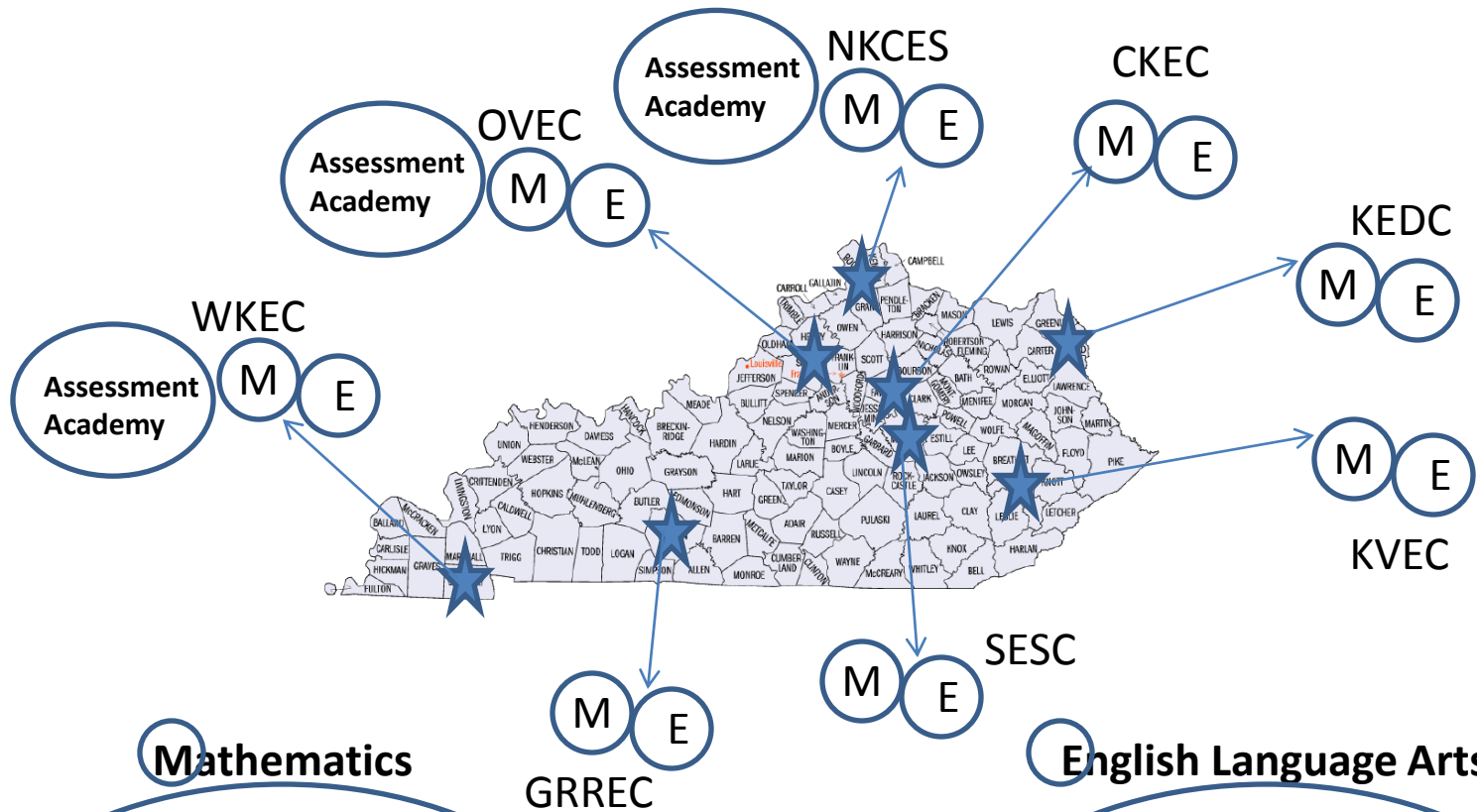
1. **Change the notion that elementary and middle school teachers should be “generalists.” Teachers need deeper content knowledge**
 - a) **Consider content majors, especially in numeracy and literacy, for elementary teachers.**
2. **Better integrate teacher preparation programs with schools of Arts & Sciences, Engineering, Agriculture, etc.**
 - a) **Consider blended content and pedagogy in single courses: as pre-service teachers learn math or English or history, they also are learning effective methods of teaching those concepts.**

- 3. Require every teacher candidate to participate in a year-long intensive clinical experience.**
- 4. Further elevate the selectivity of teacher preparation programs.**
- 5. Conform content of pre-service and professional development to TELL survey results.**
- 6. Post-baccalaureate teacher certification: essentially a year long “residency.”**

What About Professional Development?

- 1. Improve professional development for new principals to emphasize academic leadership training.**
- 2. Involve Kentucky colleges and universities in the design and provision of educator professional development. Challenge higher education to develop content in assessment methodologies and instructional methods based on research-proven, high-quality, effective strategies.**
- 3. Improve the menu of choices for local districts and site-based councils.**
- 4. Encourage utilization of our Assessment Academies and Regional Content Leadership Networks.**

Kentucky Regional Content Leadership Networks



Mathematics

FACILITATORS (4):
KDE Staff (Content Specialists)
Education Cooperative Consultant
Higher Education Faculty

PARTICIPANTS -75 (25 district teams)

NETWORK GOAL:

Ensure that every participant has a clear understanding of how to translate Kentucky's Core Academic Standards into clear learning targets in order to design high quality formative and summative assessments and to plan/select rigorous and congruent learning experiences. *The network approach is designed to build knowledge and leadership capacity within the district. Districts should utilize the membership of the networks to scale up pd at the local level.*

English Language Arts

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